Extremes

SUMMARY Students read about extreme climates around the world.

VOCABULARY
Concept Words
- climates
- degrees
- inches
- weather

INTRODUCE THE BOOK
BUILD BACKGROUND Discuss with students how the weather affects people’s lives. Ask students to share a time when weather affected their plans for the day.

Have students fold a sheet of paper into four sections, and then label the sections hot, cold, wet, dry. In each section, have them draw a landscape that illustrates the word.

PREVIEW Invite students to take a picture walk to preview the text and illustrations. Have students describe what they see on each page.

READ THE BOOK
SET PURPOSE Ask students to set a purpose for reading Extremes. Have them think about what makes a place unique.

COMPREHENSION QUESTIONS
PAGE 5 What makes this place unique? (It is the coldest place on earth.)

PAGE 6 What is one advantage of living in a place this wet? (Possible response: Lots of water allows lots of life, which means that you would have plenty to eat and drink.)

PAGE 7 Look at this picture. It seems that nothing is living here. Why do you think that is? (Every living thing needs water, and this place is so dry that there isn’t enough water for much to survive.)

TEXT-TO-TEXT QUESTION What are some other extreme places that you know about?

REVISIT THE BOOK
READER RESPONSE
Answers
1. Each is an extreme place—the hottest, coldest, wettest, or driest place in the world.
2. Responses will vary but should reflect local weather.
3. Responses will vary but should be supported with reasons.

EXTEND UNDERSTANDING Explain to students that while nature had record holders, people can be record holders as well. Ask students to list types of records humans have broken and write them on the board.

RESPONSE OPTIONS
WRITING Ask students to describe the most extreme weather they have experienced. Have them write a few sentences describing what happened and how they felt during the experience.

SCIENCE CONNECTION Provide construction paper or poster board, and have students create a travel poster or a travel brochure to persuade people to visit one of the extreme places in the book. Display examples of travel posters, which can be found on the Internet, around the room as examples to help students generate ideas. Display students’ creations.

GRAPHIC ORGANIZER, PAGE 42
Have students complete the web with extremes that make a place unique. Students should list additional extremes not referenced in the book. (Possible responses: highest, windiest, snowiest, and so on)
Complete the web with extremes that make a place unique.